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The Alignment between Learning Outcomes and Assessment Tasks in Writing: A BRT Analysis

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Abstract

This study was aimed at obtaining the profile of alignment between learning outcomes (LO) and assessment tasks (AT) on writing skills development in the "Pathway to English Grade X" textbook with regards to Bloom's Revised Taxonomy. The data of the study were 32 statements of learning outcomes and 49 items of assessment tasks of 10 chapters. This study used Bloom's Revised Taxonomy table (Anderson & Krathwohl, 2001) as the framework of reference in conducting data collection and interpretation. The results showed that the LOs and ATs were distributed over several levels. 34.38% of overall LOs of this textbook were described in level B4 (Analyze, Conceptual Knowledge), and 22.45% of overall ATs were described in level B2 (Understand, Conceptual Knowledge). It was found that 69.39% of the overall ATs matched with the LOs in the textbook. 20.41% of the overall ATs partially matched with the LOs, and 10.20% of the overall ATs did not match with the LOs in the textbook. The results showed that the alignment between the learning outcomes and assessment tasks on writing skills development in this textbook was strong or the percentage was more than 50%.

Keywords: *Alignment, Learning Outcomes, Assessment Tasks, Textbook, Bloom's Revised Taxonomy.*

INTRODUCTION

Students need to have good writing skills and confidence in doing so because it will justify their ideas, ability, and values. Writing skills assist students with their social development (Moses & Mohamad, 2019) and encourage students to focus on accurate language use and reinforce them to use the language that has been thought (Harmer, 2004). Regardless of the occupation, everyone has to write, whether it is just a simple message, a formal business memo, or a report. Good writing skills can help avoid miscommunication between the writer and the readers. Writing skills also can broaden students' knowledge base because as they continue to write, they also need to read to widen their knowledge. In a language learning context, a teacher cannot just assign his or her students to write, but integrate the four skills in their whole lesson, instead. Therefore, there should be a clear alignment between the learning outcomes, materials, activities, and assignments, and textbook can give a complete view on this alignment.

Textbook is one of the learning materials that can be used to support the teaching and learning process. The MOEC ministerial decree number 8 of 2016 states that textbook is the 'core instructional resource' to

facilitate effective achievement of the core and basic content standards mandated in the National School Curriculum (KEMDIKBUD, 2016). There are some advantages to using the textbook as a learning material. A textbook can save teachers' time and effort in preparing the lesson (McGrath, 2013; Tomlinson, 2014; Smart & Jagannathan, 2018). Not only saving time and effort for the teachers, but the textbook also provides methodological support for teachers who are untrained or inexperienced (McGrath, 2013; Tomlinson, 2014). A textbook also provides students a resource for reference and self-study (Smart & Jagannathan, 2018). McGrath (2013) also adds that textbook is a convenient resource for the students. Textbook enables students and also teachers to look ahead to what will be done in a lesson or look back on what has been done in a lesson (McGrath, 2013; Tomlinson, 2014). McGrath (2013) also pointed out that textbooks may provide a variety of learning sources such as teacher's guides, audio cassettes, worksheets, and videos. To achieve effective learning, the teacher needs to select an appropriate learning source, in this case, the textbook. According to Smart and Jagannathan (2018), a good textbook can guide and stimulate good pedagogy in the classroom to make the learning process more interactive and successful.

Alignment is a fundamental aspect of assessment practice and is viewed as the central aspect of a high-quality assessment practice that supports learning (Cheng & Fox, 2017). It is important to keep the learning outcomes in alignment with the assessment tasks to keep the learning process in the right direction (O'Reilly, 2007). Many alignment studies have been conducted by scholars in various areas and levels. A qualitative descriptive study conducted by Kozikoglu (2018) which was aimed at evaluating alignment between the objectives of the 8th grade English curriculum and the TEOG exam questions (national exam) with regards to Bloom's Revised Taxonomy revealed that the objectives and question items in the TEOG exams were not well-aligned. 50% of the objectives were distributed on level C3 (Apply, Procedural Knowledge) whereas 68% of the exam questions were distributed on level A1 (Remember, Factual Knowledge). Wahidin (2018) investigated alignment between the intended learning outcomes and assessment tasks in teachers' lesson plans using Bloom's Revised Taxonomy table (Anderson & Krathwohl, 2001) as the framework of reference in the study. The findings of the study revealed that the intended learning outcomes (ILOs) and assessment tasks (ATs) in teachers' lesson plans were not well-aligned. 32% of the ILOs were distributed on level B2 (Understand, Conceptual Knowledge) whereas 64% of the ATs were distributed on level A2 (Understand, Factual Knowledge). Maghfiroh (2019) who also investigated the alignment between the intended learning outcomes and student's tasks in "BSE Grade VIII semester 2" English textbook using Bloom's Revised Taxonomy table revealed that the intended learning outcomes (ILOs) and student's tasks (STs) in the textbook were not well-aligned. 54% of the ILOs were distributed on level A2 (Understand, Factual Knowledge) whereas 37% of the STs were distributed on level A1 (Remember, Factual Knowledge). Another study was conducted by Gusti (2019) who investigated alignment between the ILOs, Teaching Learning Activities (TLAs), and ATs in SMPN 225 Jakarta teacher's lesson plans using Bloom's Revised Taxonomy table (Anderson & Krathwohl, 2001) as the framework of reference in the study. The findings of the study revealed that the ILOs, TLAs, and ATs were not well-aligned. 25% of the ILOs were distributed on level A2 (Understand, Factual Knowledge) whereas 32% of the TLAs were distributed on level B2 (Understand, Conceptual Knowledge), and 28% of the ATs were distributed on level A2 (Understand, Factual Knowledge).

Considering the above discussion, the present study was intended to investigate the alignment between the ILOs and ATs on writing skills development in the "Pathway to English Grade X" textbook with regards to Bloom's Revised Taxonomy. Despite the importance of writing skills in social development (Moses & Mohamad, 2019) and learning engagement (Harmer, 2004), several studies show that the students still have problems with their writing skills. The findings show that the students have problems with the lack of vocabulary, trouble with grammar, the lack of practice, and the lack of motivation and interest (Novariana, Sumardi, & Tarjana, 2018; Toba, Noor, & Sanu, 2019; Moses & Mohamad, 2019; Vernanda, Listia, & Febrianti, 2020). The problems also come from the teacher. It was found that there is a lack of feedback from the teacher when the students do writing exercises (Novariana, Sumardi, & Tarjana, 2018). The inadequate teaching and writing process by the teacher and lack of professional experience can also become the causes of the problem with students' writing skills development (Moses & Mohamad, 2019; Toba, Noor, & Sanu, 2019). To develop students' writing skills, the teachers have to select the appropriate learning materials, in this case, the textbook.

It is hoped that the present study would provide an alternative model of analysis for teachers to use in selecting learning materials that can support them in delivering more effective classroom instructions. Such information shall also be useful to teacher education and training providers as it informs them of one area of competency they need to include in their curriculum. The findings would also offer significant feedback for textbook writers and publishers to produce learning materials that can support the effective implementation of the national curriculum standards.

RESEARCH METHOD

Considering the purpose of the study, a Deductive Qualitative Content Analysis (DQCA) is used to describe the alignment of the 'learning content' in the textbook that is used as the object of the study (Mayring, 2014). An English textbook entitled "Pathway to English Grade X" published by *Erlangga* is used as the data source of this study. According to Ary, Jacob, and Sorensen (2010), in conducting this study, the material can be in form of public records, textbooks, letters, films, diaries, reports, or other documents. Thirty-two learning outcomes and thirty-nine assessment tasks from the textbook that focuses on 'writing' skills development are used as the data of the study. A 'content analysis is used to summarize and report the main content of the data and their messages (Cohen, Manion, & Morrison, 2007).

To collect the data, the researcher followed these procedures as suggested by Cohen, Manion & Morrison (2007), and Mayring (2014). In the beginning, the researcher defined the sample to be analyzed. In this step, the textbook of this study was collected by having a convenience sampling. After that, the researcher analyzed the textbook based on the related theories and previous studies to gain the intended aspect to be used. In addition, the researcher selected and rewrote the Learning Outcomes and Assessment Tasks from the textbook. Finally, the researcher decided the code and classified the selected data to make the data collection easier.

This study uses Bloom's Revised Taxonomy (BRT) table as the framework of reference in conducting data collection and interpretation. This is considered as most appropriate concerning mandated process standards specified in the MOEC document (KEMDIKBUD, 2016b). Bloom's Revised Taxonomy has been recommended to be used as the framework reference in designing instructional plans, activities, and assessments. Every learning outcome and assessment tasks items will be coded and placed in appropriate cells of the BRT table. The instrument will be worked as a regulation in classifying the level of *cognitive process* and *knowledge* dimension from each statement respectively. The researcher coded the categorization using letters to code the *knowledge* dimension, the *cognitive process* dimension, on the other hand, is coded by numbers. See Table 1 for a detailed BRT table.

Knowledge Dimension	Cognitive Process Dimension					
	1. Remember	2. Understand	3. Apply	4. Analyze	5. Evaluate	6. Create
A. Factual Knowledge	A1	A2	A3	A4	A5	A6
B. Conceptual Knowledge	B1	B2	B3	B4	B5	B6
C. Procedural Knowledge	C1	C2	C3	C4	C5	C6
D. Meta-cognitive Knowledge	D1	D2	D3	D4	D5	D6

Table 1. The Bloom's Revised Taxonomy Table (Anderson & Krathwohl, 2001)

To analyze the data, the researcher followed these procedures as suggested by Cohen, Manion & Morrison (2007), and Mayring (2014). In the beginning, the researcher determined the collected data from the codification table of the LOs and ATs into the BRT table. After that, the researcher tabulated the collected data based on the categorization made. In addition, the researcher analyzed the data by simple frequency analysis to gain the overall tendency from the data. Finally, the researcher drew a conclusion to answer the research question.

RESULTS AND DISCUSSIONS

A. Results

1. How is the percentage frequency of the LOs distribution on 'writing' skills development in the "Pathway to English Grade X" textbook in terms of their content with regards to BRT?

The results show that there are 9 categorizations of *cognitive process* and *knowledge* dimension found in the description of overall LOs in the textbook of the study. There are A1 (Remember, Factual Knowledge), A2 (Understand, Factual Knowledge), B1 (Remember, Conceptual Knowledge), B2 (Understand, Conceptual Knowledge), B3 (Apply, Conceptual Knowledge), B4 (Analyze, Conceptual Knowledge), B6 (Create, Conceptual Knowledge), C2 (Understand, Procedural Knowledge), and C3 (Apply, Procedural Knowledge). The distribution of the overall LOs can be seen in Table 2 below.

Knowledge Dimension	Cognitive Process Dimension													
	1. Remember		2. Understand		3. Apply		4. Analyze		5. Evaluate		6. Create		N	F(%)
	N	F(%)	N	F(%)	N	F(%)	N	F(%)	N	F(%)	N	F(%)		
A. Factual Knowledge	1	3.13%	1	3.13%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2	6.25%
B. Conceptual Knowledge	2	6.25%	8	25.00%	2	6.25%	11	34.38%	0	0.00%	4	12.50%	27	84.38%
C. Procedural Knowledge	0	0.00%	1	3.13%	2	6.25%	0	0.00%	0	0.00%	0	0.00%	3	9.38%
D. Metacognitive Knowledge	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	3	9.38%	10	31.25%	4	12.50%	11	34.38%	0	0.00%	4	12.50%	32	100%

Table 2. The Distribution of Overall LOs in terms of BRT Table

The results indicate that there are 11 LOs that are described on level B4 (Analyze, Conceptual Knowledge) with a percentage of 34.38%. The second dominant level is level B2 (Understand, Conceptual Knowledge) with 8 LOs (25%) are described on this level. 4 LOs are described on level B6 (Create, Conceptual Knowledge) with a percentage of 12.50%. 2 LOs are described on level B1 (Remember, Conceptual Knowledge), B3 (Apply, Conceptual Knowledge), and C3 (Apply, Procedural Knowledge) on each level with the percentage of 6.25%. The least dominant levels are level A1 (Remember, Factual Knowledge), A2 (Understand, Factual Knowledge), and C2 (Understand, Procedural Knowledge) with only 1 LO that are described on each level.

2. How is the percentage frequency of the ATs distribution on 'writing' skills development in the "Pathway to English Grade X" textbook in terms of their content with regards to BRT?

The results show that there are 12 categorizations of *cognitive process* and *knowledge* dimension found in overall ATs in the textbook of study. They are A1 (Remember, Factual Knowledge), A2 (Understand, Factual Knowledge), A4 (Analyze, Factual Knowledge), A6 (Create, Factual Knowledge), B1 (Remember, Conceptual Knowledge), B2 (Understand, Conceptual Knowledge), B3 (Apply, Conceptual Knowledge), B4 (Analyze, Conceptual Knowledge), B6 (Create, Conceptual Knowledge), C3 (Apply, Procedural Knowledge), C4 (Analyze, Procedural Knowledge), and C6 (Create, Procedural Knowledge). The distribution of the overall ATs can be seen in Table 3 below.

Knowledge Dimension	Cognitive Process Dimension												N	f(%)
	1. Remember		2. Understand		3. Apply		4. Analyze		5. Evaluate		6. Create			
	N	f(%)	N	f(%)	N	f(%)	N	f(%)	N	f(%)	N	f(%)		
A. Factual Knowledge	2	4.08%	2	4.08%	0	0.00%	1	2.04%	0	0.00%	1	2.04%	6	12.24%
B. Conceptual Knowledge	2	4.08%	11	22.45%	4	8.16%	9	18.37%	0	0.00%	4	8.16%	30	61.22%
C. Procedural Knowledge	0	0.00%	0	0.00%	9	18.37%	1	2.04%	0	0.00%	3	6.12%	13	26.53%
D. Metacognitive Knowledge	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	4	8.16%	13	26.53%	13	26.53%	11	22.45%	0	0.00%	8	16.33%	49	100%

Table 3. The Distribution of Overall ATs in terms of BRT Table

The results indicate that there are 11 items of assessment tasks are described on level B2 (Understand, Conceptual Knowledge) with a percentage of 22.45%. The second dominant levels are level B4 (Analyze, Conceptual Knowledge) and C3 (Apply, Procedural Knowledge) with 9 ATs (18.37%) are described on each level. There are 4 ATs are described on levels B3 (Apply, Conceptual Knowledge) and B6 (Create, Conceptual Knowledge) on each level with the percentage of 8.16%. 3 ATs are described on level C6 (Create, Procedural Knowledge) with the percentage of 6.12%. 2 ATs are described on level A1 (Remember, Factual Knowledge), A2 (Understand, Factual Knowledge), and B1 (Remember, Conceptual Knowledge) on each level with the percentage of 4.08%. The least dominant levels are level A4 (Analyze, Factual Knowledge), A6 (Create, Factual Knowledge), and C4 (Analyze, Procedural Knowledge) with only 1 AT that are described on each level.

3. How well-aligned are the distribution of LOs and ATs on 'writing' skills development in the "Pathway to English Grade X" textbook in terms of their content with regards to BRT?

Table 4 below, indicates that 69.39% of the overall ATs match with the overall LOs of the textbook. 20.41% of the overall ATs partially match with the overall LOs. On the other hand, 10.20% of the overall ATs do not match with the overall LOs. A complete alignment occurs when the LOs and the ATs are placed in the same cell or it can be said that the *knowledge* and *cognitive process* dimension match

(Amer, 2006). A partial alignment occurs when the LOs and ATs are placed in the same row (types of *knowledge*) but differ in terms of column (types of *the cognitive process*) in which they are classified or it can be said that partial alignment occurs when only one of the dimensions match. Misalignment, on the other hand, occurs when both of the dimensions do not match (Amer, 2006). It can be said that the materials and the activities in the textbook are more likely to allow the students to achieve the learning outcomes, since 69.39% of ATs support students' learning to achieve the learning target.

Chap.	Learning Outcomes (LOs) VS Assessment Tasks (ATs)			
	Code	CA	PA	MA
1	LO 1.1	50.00%	0.00%	0.00%
	LO 1.3			
	LO 1.2	0.00%	50.00%	0.00%
SUBTOTAL		50.00%	50.00%	0.00%
2	LO 2.1	0.00%	0.00%	25.00%
	LO 2.2	75.00%	0.00%	0.00%
SUBTOTAL		75.00%	0.00%	25.00%
3	LO 3.1	0.00%	25.00%	12.50%
	LO 3.2	25.00%	0.00%	
	LO 3.3	0.00%	37.50%	
SUBTOTAL		25.00%	62.50%	12.50%
4	LO 4.1	16.67%	0.00%	0.00%
	LO 4.2	33.33%	0.00%	0.00%
	LO 4.5			
	LO 4.3	50.00%	0.00%	0.00%
	LO 4.4		0.00%	0.00%
SUBTOTAL		100.00%	0.00%	0.00%
5	LO 5.1	25.00%	0.00%	0.00%
	LO 5.2	0.00%	0.00%	50.00%
	LO 5.3	25.00%	0.00%	0.00%
SUBTOTAL		50.00%	0.00%	50.00%
6	LO 6.1	33.33%	0.00%	0.00%
	LO 6.2	55.56%	0.00%	0.00%
	LO 6.3	0.00%	0.00%	11.11%
SUBTOTAL		88.89%	0.00%	11.11%
7	LO 7.1	0.00%	50.00%	0.00%
	LO 7.2	50.00%	0.00%	0.00%
SUBTOTAL		50.00%	50.00%	0.00%
8	LO 8.1	0.00%	25.00%	25.00%
	LO 8.2			
	LO 8.3	25.00%	25.00%	0.00%
SUBTOTAL		25.00%	50.00%	25.00%
9	LO 9.1	60.00%	0.00%	0.00%
	LO 9.4			
	LO 9.2	20.00%	0.00%	0.00%
	LO 9.3	20.00%	0.00%	0.00%
SUBTOTAL		100.00%	0.00%	0.00%

10	LO 10.1	40.00%	0.00%	0.00%
	LO 10.2			
	LO 10.3	60.00%	0.00%	0.00%
	LO 10.4			
SUB TOTAL		100.00%	0.00%	0.00%
TEXTBOOK		69.39%	20.41%	10.20%

Table 4. The Alignment between the LOs and ATs in the Textbook with Regards to BRT Table

CA (Complete Alignment): Knowledge and Cognitive process dimension match
 PA (Partial Alignment) : Only one of the dimensions match
 MA (Misalignment) : Both dimensions do not match
 cf. Amer (2006)

B. Discussion

1. How is the percentage frequency of the LOs distribution on 'writing' skills development in the "Pathway to English Grade X" textbook in terms of their content with regards to BRT?

To analyze the data, the BRT table helps the coding scheme by looking at the 'verb' to categorize the *cognitive process* of the statements, and the 'noun phrase' to categorize the *knowledge* types of the statements. For example, “*Students will be able to identify the social function, text structure and language features of written text about asking and giving obligation, recommendation, advice or opinion*”. With regards to this learning outcome, students are expected to be able to distinguish the social function, text structure, and language feature of monologue and written text about asking and giving obligation, recommendation, advice, or opinion. The verb “*distinguish*” belongs to **4. Analyze** process. The verb can be seen in the list of verbs adopted from Anderson & Krathwohl (2001). The noun phrase “*the social function, text structure and language feature of monologue and written text about asking and giving obligation, recommendation, advice or opinion*” is associated with theories, models, and structures. The knowledge of theories, models, and structures is related to **B. Conceptual Knowledge**. Therefore, it is classified as level **B4**.

2. How is the percentage frequency of the ATs distribution on 'writing' skills development in the "Pathway to English Grade X" textbook in terms of their content with regards to BRT?

To answer this research question, the researcher used the same way as the statement as Los to analyze the tasks' instruction. This can be seen from the example below. Based on the direction of this task, each student is required to explain whether or not the given sentences are correct in using correlative conjunctions. They have to come up with an explanation of why the sentence is correct. If the sentence is incorrect, they need to correct the mistake. The verb “*explain*” belongs to **2. Understand** process. The noun phrase “*the correlative conjunctions*” is associated with classifications and categories. The knowledge of classifications and categories is related to **B. Conceptual Knowledge**. Therefore, it is classified as level **B2**.

Are these sentences correct? Explain why.


- a. Writers like William Shakespeare and Edgar Allan Poe are not only prolific but too interesting.
- b. I need both fine brown sugar and powdered sugar to make a Hawaiian cake.
- c. The robbers stole not only the gold and the dollar bills as well.
- d. The factory is not only raising the price of "tempe" but decreasing the production.
- e. Mary has registered for both the geography also the photography class.
- f. The teacher neither knew or heard about the news.
- g. Neither the security guard or the police was able to capture the thief.
- h. Either we spoke clearly, they would never listen to us.
- i. Either John or his children (are/is) coming to the party.
- j. He neither has my telephone number or my e-mail address.

Figure 1. The Example of Assessment Task 1

3. How well-aligned are the distribution of LOs and ATs on 'writing' skills development in the "Pathway to English Grade X" textbook in terms of their content with regards to BRT?

Based on the analysis of this study, the results show that strong alignment is found in chapters 4, 9, and 10 of the textbook. The complete alignment is also found in chapters 1, 2, 3, 5, 6, 7, and 8 of the textbook. A complete alignment occurs when the LOs and the ATs are on the same cell (Amer, 2006). Sulastini (2020) added that 'alignment' refers to the complete match or agreement or consistency of instructional content that covers both dimensions — *knowledge* and *cognitive process*—as a whole. This can be seen from the example given. The statement is "Students will be able to identify the correlative conjunctions used in a text". The verb "identify" used in this LO statement belongs to **1. Remember** process. The noun phrase "the correlative conjunctions used in a text" is associated with classifications and categories. The knowledge of classifications and categories is related to **B. Conceptual Knowledge**. Concerning this learning outcome, students are expected to be able to identify the correlative conjunctions used in a text. Therefore, it is classified as level **B1**. For the assessment task, this can be seen from the example below.

List the correlative conjunctions in the following paragraph and write the elements that correlate.



Thirty years ago, people knew about neither spaceships nor astronauts. They were fascinated by machines called automobiles, and they were nervous about flying in airplanes. Gradually both automobiles and airplanes became commonplace. The coming of jets caused a small sensation, but soon people got used to them too. Today, we are accustomed not only to satellites being launched from the earth and put into orbit, but also to astronauts spending several days in space. Astronauts have even landed on the moon. Parents of the past worried about airplanes. Parents of today may either have to accept space travel for their children or make themselves and their children unhappy.

No.	Correlative Conjunctions	What correlate?	Connected nouns
1.	neither . . . nor . . .	nouns	spaceships, astronauts
2.			
3.			
4.			

Figure 2. The Example of Assessment Task 2

Based on the direction of the task above, each student is required to identify the correlative conjunctions used in the given text and complete the table given. The verb "identify" belongs to **1. Remember** process. The noun phrase "correlative conjunctions" is associated with classifications and categories. The knowledge of classifications and categories is related to **B. Conceptual Knowledge**. Therefore, this task is classified as level **B1**. By referring to the LO statement and the task mentioned above, it can be concluded that the LO statement and the AT instruction are aligned because the *knowledge* and *cognitive process* dimensions match.

In analyzing the data, it was also found that partial alignment occurred in the textbook. A partial alignment occurs when only one of the dimensions matches (Amer, 2006). This can be seen from the example. The statement is “*Students will be able to write a factual report from other resources*”. Concerning statements, students are expected to be able to construct a factual report. The verb “*construct*” belongs to **6. Create** process. The noun phrase “*a factual report*” is associated with classifications and categories. The knowledge of classifications and categories is related to **B. Conceptual Knowledge**. Therefore, it is classified as level **B6**. For the assessment task, this can be seen from the example below.

Create dialogues about these things, like the example above. Find information from the encyclopedia or the internet.

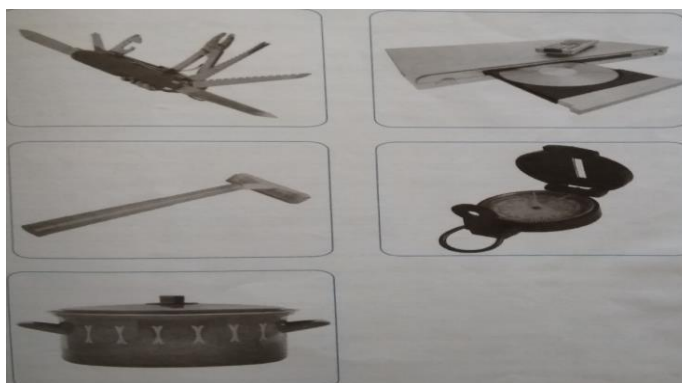


Figure 3. The Example of Assessment Task 3

Based on the instruction of this task, the students are asked to construct dialogues about the pictures given in the task. The students can find more information about the picture used from the encyclopedia or the internet. The verb “*construct*” belongs to **6. Create** process. The noun phrase “*a dialogue about the examples of invention*” is associated with subject-specific skills. The knowledge of subject-specific skills is related to **C. Procedural Knowledge**. Therefore, this task is classified at level **C6**. By referring to the LO statement and the task mentioned above, it can be concluded that these examples are partially aligned because only the *cognitive process* dimension is matched (Amer, 2006).

The results of this study also show that the content of this textbook has misalignment. A misalignment, on the other hand, occurs when both of the dimensions do not match (Amer, 2006). This can be seen from the example given. The statement is “*Students will be able to identify the social function, text structure and language features of written text about asking and giving obligation, recommendation, advice or opinion*”. Concerning this statement, students are expected to be able to distinguish the social function, text structure, and language feature of monologue and written text about asking and giving obligation, recommendation, advice, or opinion. The verb “*distinguish*” belongs to **4. Analyze** process. The noun phrase “*the social function, text structure and language feature of monologue and written text about asking and giving obligation, recommendation, advice or opinion*” is associated with theories, models, and structures. The knowledge of theories, models, and structures is related to **B. Conceptual Knowledge**. Therefore, it is classified as level **B4**. The example of the assessment task of this learning outcome can be seen as follows.

Supply the best recommendation for the following letter

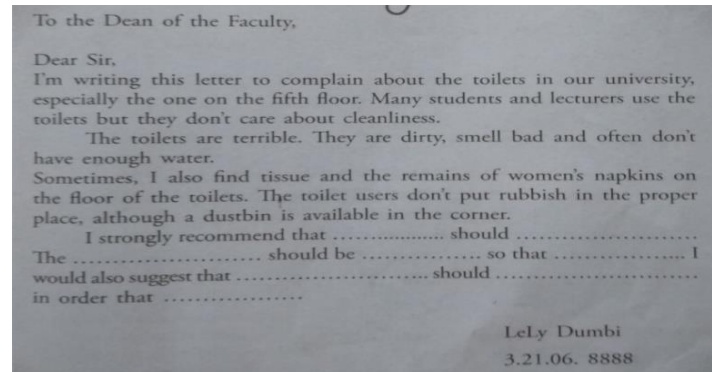


Figure 4. The Example of Assessment Task 4

Based on the instruction of this task, each student is required to supply the best recommendation for the letter given in the task. The students need to generate the best recommendation for the letter given. The verb “generate” belongs to **6. Create** process. The noun phrase “giving recommendation” is associated with specific-subject skills. The knowledge of specific-subject skills is related to **C. Procedural Knowledge**. Therefore, it is classified in level **C6**. By referring to the LO statement and the task mentioned above, it can be concluded that these examples are not aligned because the *cognitive process* and the *knowledge* dimension do not match (Amer, 2006).

Generally, the "Pathway to English Grade X" textbook can be categorized as a good textbook because the learning outcomes reflect on the syllabus. This textbook has strong alignment because most of the assessment tasks (69.39%) are aligned with the learning outcomes. However, it was still found a partial alignment and misalignment in the textbook. Most of the LOs and ATs are described in low-order thinking skills (Remember, Understand, and Apply).

CONCLUSIONS AND RECOMMENDATION

Based on the results of this study, it can be concluded that “Pathway to English Grade X” textbook can be considered as an appropriate textbook for teaching ‘writing’ material because the results show that the content alignment of this textbook is strong since most of the assessment tasks with special attention on ‘writing’ skills development are aligned with the learning outcomes. However, it was still found a partial alignment and misalignment in the textbook.

The findings of this study will give a better understanding of the alignment between the LOs and ATs on 'writing' skills development in the "Pathway to English Grade X" textbook especially for the teachers who use this textbook as the core instructional resource. With knowing about the ‘content’ alignment in the textbook, the teachers will overcome its lacks by doing some selection before doing the teaching and learning activities.

However, this study also found some limitations. Regardless of the limitations, the researcher proposes some helpful recommendations for everyone who reads this article. The 'content' alignment of "Pathway to English Grade X" textbook in terms of the 'writing' skills development has been proven, but not all of the language skills in this textbook are analyzed by the researcher because of the time limit; therefore, further research on the ‘content’ alignment of this textbook needs to be conducted to get the complete analysis and better insight for the field of this study. Further research is also encouraged to be conducted to explore more about 'content' alignment in another context, for example, the outcomes defined by standards, curricular guidelines, or external tests (Cheng & Fox, 2017). The findings of this study will give a better understanding of the alignment between the LOs and ATs on 'writing' skills development in the "Pathway to English Grade X (kelompok perinatal)" textbook especially for the teachers who use this textbook as the main source of learning. With knowing about the ‘content’ alignment in the textbook, the teachers will overcome its lacks by doing some selection before doing the teaching and learning activities.

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